



State of Arizona
Department of Education

2010-2011 State Report Card



NAEP Assessment of Educational Progress Reading and Mathematics, 2010-2011

If you would like more information about the NAEP assessments, please go to <http://www.azed.gov/standards-development-assessment/naep/>.

State Data

Mathematics Grade 4

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	23	44	29	4

Participation Rate Percent

Students w/Disability	91
Limited English Proficient	99

Mathematics Grade 8

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	32	37	24	7

Participation Rate Percent

Students w/Disability	89
Limited English Proficient	‡

Mathematics Grade 4

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	23	44	29	4
White	11	40	41	8
Black	38	40	20	3
Hispanic	30	49	20	1
Asian/Pacific Islander	13	34	40	14
American Indian	45	41	13	1
Eligible for NSLP	31	47	21	2
Students w/Disability	54	31	14	1
Limited English Proficient	58	35	7	#

Participation Rate Percent

Students w/Disability	91
Limited English Proficient	99

Mathematics Grade 8

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	23	44	29	4
White	17	37	34	12
Black	39	43	17	1
Hispanic	45	37	15	2
Asian/Pacific Islander	11	31	41	17
American Indian	60	28	9	3
Eligible for NSLP	43	38	17	3
Students w/Disability	76	19	4	1
Limited English Proficient	‡	‡	‡	‡

Participation Rate Percent

Students w/Disability	89
Limited English Proficient	‡

Reading Grade 4

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	42	32	21	5

Participation Rate Percent

Students w/Disability	88
Limited English Proficient	99

Reading Grade 8

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	29	43	26	2

Participation Rate Percent

Students w/Disability	89
Limited English Proficient	‡

Reading Grade 4

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	42	32	21	5
White	28	34	30	9
Black	53	27	15	5
Hispanic	52	32	14	2
Asian/Pacific Islander	28	30	28	14
American Indian	70	22	6	2
Eligible for NSLP	54	31	14	2
Students w/Disability	80	15	5	#
Limited English Proficient	86	12	1	#

Participation Rate Percent

Students w/Disability	88
Limited English Proficient	99

Reading Grade 8

Achievement	Below Basic	Basic	Proficient	Advanced
Arizona Students	29	43	26	2
White	18	42	36	4
Black	42	40	18	1
Hispanic	37	45	17	#
Asian/Pacific Islander	19	46	27	8
American Indian	50	36	13	1
Eligible for NSLP	39	44	16	1
Students w/Disability	74	23	3	#
Limited English Proficient	‡	‡	‡	‡

Participation Rate Percent

Students w/Disability	89
Limited English Proficient	‡

Notes: Numbers are rounded. Rows may not add up to 100% due to rounding. NAEP does not disaggregate data to the district level.

‡ The Arizona Grade 8 ELL sample size is insufficient to permit a reliable estimate according to the National Center for Education Statistics.

The ADE is working with NCES/NAEP on an addition sampling procedure for this student population so ADE can continue to report on Arizona Grade 8 ELL students in the future.

Rounds to zero.



The following tables show AIMS results for the past two years. Results are shown as a percentage of students at each achievement level. Also shown is the percent of students tested. Writing is tested in grades 5, 6, 7, and high school only. Science is tested in grades 4, 8, and high school only. Note that the subgroups of migrant and gender are subgroups for reporting purposes only and were not among the required subgroups for adequate yearly progress (AYP) determinations.

Mathematics Grade 3						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	23	43	24	10
	2011	99	25	44	22	9
African American	2010	100	14	40	30	16
	2011	99	15	43	28	14
American Indian/ Native Alaskan	2010	100	8	36	36	20
	2011	99	9	36	34	21
Asian/Pacific Islander	2010	100	44	39	13	4
	2011	100	47	38	11	4
Hispanic	2010	100	14	43	30	13
	2011	100	17	45	27	12
White	2010	100	33	45	17	5
	2011	99	36	44	15	5
Students with Disabilities	2010	100	10	29	30	31
	2011	99	11	29	30	29
Limited English Proficient	2010	100	8	40	35	16
	2011	99	9	32	35	24
Economically Disadvantaged	2010	100	14	43	30	14
	2011	100	16	44	27	13
Migrant	2010	100	10	39	32	19
	2011	99	8	43	33	16
Male	2010	100	24	42	23	10
	2011	99	26	43	21	10
Female	2010	99	22	45	24	9
	2011	99	25	45	22	8



Reading Grade 3						
Subgroup	School Year	Percent of Students	Percent of Students in State at Each			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	14	61	20	5
	2011	99	14	63	18	5
African American	2010	100	9	59	24	8
	2011	99	9	62	22	7
American Indian/ Native Alaskan	2010	99	4	51	35	10
	2011	99	4	53	33	10
Asian/Pacific Islander	2010	100	26	61	10	3
	2011	100	26	63	9	3
Hispanic	2010	100	7	60	26	7
	2011	100	7	62	24	6
White	2010	100	21	64	12	3
	2011	99	22	65	11	3
Students with Disabilities	2010	100	6	35	35	24
	2011	99	6	37	34	23
Limited English Proficient	2010	100	2	54	34	10
	2011	99	3	41	40	16
Economically Disadvantaged	2010	100	7	59	26	8
	2011	100	8	61	24	7
Migrant	2010	99	3	52	33	11
	2011	99	4	53	32	11
Male	2010	100	12	59	22	7
	2011	99	12	61	20	6
Female	2010	100	16	63	17	4
	2011	99	16	65	16	3

Mathematics Grade 4						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	24	41	21	14
	2011	99	28	39	20	14
African American	2010	100	15	38	26	21
	2011	99	17	36	24	23
American Indian/ Native Alaskan	2010	100	9	32	32	28
	2011	99	12	31	28	29
Asian/Pacific Islander	2010	100	44	37	11	8
	2011	100	53	32	10	5
Hispanic	2010	100	15	40	25	19
	2011	100	19	39	24	17
White	2010	100	34	43	15	8
	2011	99	38	40	15	8
Students with Disabilities	2010	100	10	24	25	42
	2011	99	11	24	24	40
Limited English Proficient	2010	100	8	31	31	30
	2011	100	13	35	28	24
Economically Disadvantaged	2010	100	15	40	25	20
	2011	100	19	38	24	19
Migrant	2010	99	10	37	25	28
	2011	99	17	33	25	25
Male	2010	100	25	39	20	16
	2011	99	28	37	20	15
Female	2010	100	24	43	21	13
	2011	99	28	40	20	12

Reading Grade 4						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	13	60	22	5
	2011	99	13	63	19	4
African American	2010	100	7	59	27	7
	2011	99	7	61	26	6
American Indian/ Native Alaskan	2010	100	3	49	39	9
	2011	99	3	54	35	8
Asian/Pacific Islander	2010	100	25	60	13	3
	2011	100	27	61	10	2
Hispanic	2010	100	6	58	30	7
	2011	100	6	63	26	5
White	2010	100	21	64	13	2
	2011	99	21	65	11	2
Students with Disabilities	2010	100	5	34	40	22
	2011	99	5	38	39	18
Limited English Proficient	2010	100	2	42	45	11
	2011	100	2	55	35	7
Economically Disadvantaged	2010	100	6	57	30	7
	2011	100	6	62	26	6
Migrant	2010	99	2	47	42	8
	2011	99	3	52	38	7
Male	2010	100	12	58	24	6
	2011	99	12	61	22	5
Female	2010	100	15	62	20	3
	2011	99	15	66	17	3

Science Grade 4						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	99	29	34	21	16
	2011	99	32	30	22	16
African American	2010	99	19	34	26	21
	2011	99	21	29	27	23
American Indian/ Native Alaskan	2010	99	10	28	32	30
	2011	99	11	24	33	32
Asian/Pacific Islander	2010	99	47	32	12	9
	2011	100	53	26	13	8
Hispanic	2010	99	15	33	29	23
	2011	99	18	30	30	23
White	2010	99	45	35	14	7
	2011	99	49	30	14	7
Students with Disabilities	2010	98	13	25	25	37
	2011	99	14	22	26	37
Limited English Proficient	2010	99	6	22	33	39
	2011	100	8	24	33	35
Economically Disadvantaged	2010	99	16	33	28	23
	2011	99	19	30	29	23
Migrant	2010	99	5	25	34	36
	2011	99	8	21	31	40
Male	2010	99	30	32	21	17
	2011	99	34	29	21	16
Female	2010	99	28	35	22	15
	2011	99	31	31	23	15

Mathematics Grade 5						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	21	39	21	18
	2011	100	22	42	19	16
African American	2010	100	13	34	25	28
	2011	99	14	38	23	25
American Indian/ Native Alaskan	2010	100	7	30	28	35
	2011	99	8	33	28	31
Asian/Pacific Islander	2010	100	44	36	11	9
	2011	100	45	39	9	7
Hispanic	2010	100	13	37	26	24
	2011	100	14	42	24	21
White	2010	100	31	43	16	10
	2011	99	32	45	14	9
Students with Disabilities	2010	100	6	21	21	52
	2011	99	7	23	22	48
Limited English Proficient	2010	100	10	32	27	31
	2011	100	9	31	26	34
Economically Disadvantaged	2010	100	13	37	26	25
	2011	100	13	41	24	22
Migrant	2010	99	9	32	27	32
	2011	99	7	42	24	27
Male	2010	100	22	38	20	20
	2011	99	23	41	19	17
Female	2010	100	20	41	22	17
	2011	99	21	44	20	14

Reading Grade 5						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	7	66	19	7
	2011	100	11	69	15	5
African American	2010	100	5	61	25	10
	2011	99	7	66	20	7
American Indian/ Native Alaskan	2010	100	2	49	35	14
	2011	99	3	58	30	10
Asian/Pacific Islander	2010	100	15	70	11	4
	2011	100	22	68	7	3
Hispanic	2010	100	4	60	26	10
	2011	100	6	67	20	7
White	2010	100	11	74	11	4
	2011	99	16	72	9	3
Students with Disabilities	2010	100	3	32	34	31
	2011	99	3	39	34	24
Limited English Proficient	2010	100	2	50	34	14
	2011	100	3	51	32	15
Economically Disadvantaged	2010	100	4	60	26	10
	2011	100	6	66	21	7
Migrant	2010	100	3	44	37	16
	2011	99	3	59	27	11
Male	2010	100	6	64	21	9
	2011	99	9	67	17	7
Female	2010	100	9	69	17	5
	2011	99	13	71	13	4

Writing Grade 5						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	9	66	22	3
	2011	98	5	52	36	7
African American	2010	100	7	62	27	4
	2011	97	3	45	41	10
American Indian/ Native Alaskan	2010	100	4	59	32	5
	2011	98	1	33	52	14
Asian/Pacific Islander	2010	100	24	63	10	3
	2011	98	13	65	18	4
Hispanic	2010	100	5	64	28	3
	2011	98	2	44	44	10
White	2010	100	14	69	15	2
	2011	98	8	61	26	4
Students with Disabilities	2010	99	2	35	50	13
	2011	90	1	17	48	34
Limited English Proficient	2010	99	3	58	34	5
	2011	98	1	29	52	18
Economically Disadvantaged	2010	99	4	63	29	4
	2011	98	2	43	44	10
Migrant	2010	100	2	58	35	4
	2011	99	1	37	44	17
Male	2010	99	6	62	29	4
	2011	99	3	45	41	10
Female	2010	100	13	71	15	2
	2011	99	7	59	30	4

Mathematics Grade 6						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	24	34	22	19
	2011	99	29	32	20	19
African American	2010	100	16	31	26	27
	2011	99	18	30	25	27
American Indian/ Native Alaskan	2010	100	9	26	29	36
	2011	99	12	26	26	35
Asian/Pacific Islander	2010	100	49	30	12	8
	2011	100	55	25	12	8
Hispanic	2010	100	15	33	27	24
	2011	100	20	32	25	24
White	2010	100	34	37	18	12
	2011	99	39	34	16	11
Students with Disabilities	2010	100	5	16	21	57
	2011	99	7	16	20	57
Limited English Proficient	2010	99	13	29	27	30
	2011	100	18	30	25	28
Economically Disadvantaged	2010	100	15	32	27	26
	2011	100	19	31	25	25
Migrant	2010	100	14	31	24	31
	2011	99	16	29	24	31
Male	2010	100	24	33	21	22
	2011	99	28	30	20	21
Female	2010	100	24	36	23	17
	2011	99	29	34	21	16

Reading Grade 6						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	8	71	16	5
	2011	99	10	72	13	5
African American	2010	100	4	68	20	7
	2011	99	6	69	19	6
American Indian/ Native Alaskan	2010	100	3	58	29	11
	2011	99	3	63	25	10
Asian/Pacific Islander	2010	100	17	72	8	3
	2011	100	21	69	6	4
Hispanic	2010	100	4	67	22	7
	2011	100	5	71	18	6
White	2010	100	13	76	9	3
	2011	99	15	76	8	2
Students with Disabilities	2010	100	3	35	36	26
	2011	99	3	38	34	25
Limited English Proficient	2010	99	2	59	28	10
	2011	100	4	65	22	9
Economically Disadvantaged	2010	100	4	66	22	8
	2011	100	5	70	19	7
Migrant	2010	100	2	58	27	12
	2011	99	2	62	27	9
Male	2010	100	7	68	18	7
	2011	99	8	70	16	6
Female	2010	100	9	74	14	3
	2011	99	11	74	11	3

Writing Grade 6						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	13	60	25	2
	2011	98	8	50	31	12
African American	2010	100	10	60	28	3
	2011	97	5	45	34	16
American Indian/ Native Alaskan	2010	100	5	56	36	3
	2011	97	2	35	42	21
Asian/Pacific Islander	2010	100	28	58	12	2
	2011	98	21	58	15	6
Hispanic	2010	100	8	59	31	2
	2011	98	3	43	38	15
White	2010	100	19	62	18	1
	2011	98	12	59	23	7
Students with Disabilities	2010	99	2	31	56	10
	2011	90	1	15	34	49
Limited English Proficient	2010	99	5	55	36	3
	2011	98	2	38	40	20
Economically Disadvantaged	2010	99	7	58	32	3
	2011	98	3	42	38	17
Migrant	2010	100	5	53	38	4
	2011	99	1	35	48	17
Male	2010	99	9	56	32	3
	2011	99	5	44	35	16
Female	2010	100	18	65	17	1
	2011	99	10	56	26	7

Mathematics Grade 7						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	26	34	20	20
	2011	99	26	37	18	19
African American	2010	99	15	34	23	29
	2011	99	16	36	22	27
American Indian/ Native Alaskan	2010	99	9	26	27	38
	2011	99	9	29	23	38
Asian/Pacific Islander	2010	100	51	29	10	10
	2011	100	53	29	9	9
Hispanic	2010	100	15	33	24	27
	2011	99	16	37	21	25
White	2010	100	37	36	15	12
	2011	99	36	39	14	11
Students with Disabilities	2010	99	5	16	18	61
	2011	99	5	18	18	59
Limited English Proficient	2010	100	12	29	24	34
	2011	99	16	37	21	26
Economically Disadvantaged	2010	100	15	32	24	29
	2011	99	16	36	22	26
Migrant	2010	100	10	24	28	38
	2011	99	13	31	20	37
Male	2010	100	26	33	19	22
	2011	99	26	36	17	21
Female	2010	100	25	36	21	18
	2011	99	26	39	19	17

Reading Grade 7						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	11	68	17	5
	2011	99	13	70	14	3
African American	2010	100	6	67	20	7
	2011	99	8	69	19	4
American Indian/ Native Alaskan	2010	100	3	57	29	10
	2011	99	4	62	28	6
Asian/Pacific Islander	2010	100	21	67	8	4
	2011	99	28	63	7	2
Hispanic	2010	100	5	65	23	7
	2011	99	7	70	19	3
White	2010	100	16	72	9	2
	2011	99	19	71	8	1
Students with Disabilities	2010	99	3	33	39	25
	2011	99	4	40	42	15
Limited English Proficient	2010	100	3	58	29	10
	2011	99	6	68	21	5
Economically Disadvantaged	2010	100	5	64	23	7
	2011	99	7	69	20	4
Migrant	2010	100	3	53	30	14
	2011	99	4	62	27	8
Male	2010	100	9	66	19	6
	2011	99	11	68	17	4
Female	2010	100	13	70	14	3
	2011	99	15	72	12	1

Writing Grade 7						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	99	6	70	22	2
	2011	98	6	49	34	11
African American	2010	99	4	67	26	2
	2011	98	4	44	38	14
American Indian/ Native Alaskan	2010	99	2	61	33	4
	2011	97	1	30	46	23
Asian/Pacific Islander	2010	100	17	71	10	2
	2011	98	19	57	18	6
Hispanic	2010	99	3	67	28	2
	2011	98	3	43	40	14
White	2010	100	9	74	16	1
	2011	98	9	57	27	7
Students with Disabilities	2010	99	1	34	55	11
	2011	89	1	11	38	50
Limited English Proficient	2010	99	2	61	33	3
	2011	97	3	41	40	16
Economically Disadvantaged	2010	99	3	66	29	2
	2011	98	3	41	41	16
Migrant	2010	100	1	57	37	5
	2011	99	2	36	39	22
Male	2010	99	4	64	29	3
	2011	99	4	42	38	15
Female	2010	100	8	76	15	1
	2011	99	8	56	29	7

Mathematics Grade 8						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	21	38	14	27
	2011	99	20	37	14	29
African American	2010	100	12	35	16	36
	2011	99	11	33	16	41
American Indian/ Native Alaskan	2010	100	7	27	17	48
	2011	98	7	25	17	51
Asian/Pacific Islander	2010	100	48	33	8	12
	2011	100	48	32	8	13
Hispanic	2010	100	12	36	17	35
	2011	99	12	34	17	38
White	2010	100	30	42	12	17
	2011	99	28	41	12	19
Students with Disabilities	2010	100	4	17	10	69
	2011	98	5	13	10	72
Limited English Proficient	2010	100	9	31	17	43
	2011	99	12	34	17	38
Economically Disadvantaged	2010	100	12	35	17	37
	2011	99	11	33	16	39
Migrant	2010	100	7	30	19	44
	2011	99	5	28	18	49
Male	2010	100	22	37	13	28
	2011	99	21	35	14	31
Female	2010	100	20	39	15	26
	2011	99	19	38	15	27

Reading Grade 8						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	100	7	69	17	8
	2011	99	9	64	19	8
African American	2010	100	4	66	19	11
	2011	99	4	60	24	12
American Indian/ Native Alaskan	2010	100	2	52	29	17
	2011	98	2	48	32	18
Asian/Pacific Islander	2010	100	15	71	8	6
	2011	100	19	65	10	6
Hispanic	2010	100	3	64	22	11
	2011	99	4	60	25	11
White	2010	100	10	75	11	4
	2011	99	13	70	12	5
Students with Disabilities	2010	100	2	29	31	38
	2011	99	2	26	33	38
Limited English Proficient	2010	100	2	55	27	15
	2011	99	3	60	25	12
Economically Disadvantaged	2010	100	3	62	23	12
	2011	99	4	59	25	12
Migrant	2010	100	2	52	26	19
	2011	99	2	44	30	23
Male	2010	100	5	65	19	11
	2011	99	6	61	21	11
Female	2010	100	8	72	14	5
	2011	99	11	68	16	5

Science Grade 8						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	99	35	25	18	22
	2011	99	41	25	17	17
African American	2010	99	24	27	21	28
	2011	99	27	26	21	26
American Indian/ Native Alaskan	2010	98	13	20	25	42
	2011	99	17	23	25	36
Asian/Pacific Islander	2010	99	58	21	11	11
	2011	99	62	19	9	9
Hispanic	2010	99	21	26	23	31
	2011	99	25	27	23	25
White	2010	99	50	25	13	12
	2011	99	57	23	12	8
Students with Disabilities	2010	98	9	14	18	59
	2011	99	10	17	20	53
Limited English Proficient	2010	99	13	23	24	40
	2011	99	21	27	24	27
Economically Disadvantaged	2010	99	21	25	22	32
	2011	99	26	26	22	26
Migrant	2010	100	10	25	22	43
	2011	99	10	20	23	47
Male	2010	99	35	24	17	24
	2011	98	41	24	16	19
Female	2010	99	35	26	18	20
	2011	98	40	26	18	16

Mathematics High School						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	98	25	37	12	26
	2011	98	23	41	12	24
African American	2010	97	14	36	14	36
	2011	98	14	39	14	34
American Indian/ Native Alaskan	2010	97	8	32	14	46
	2011	97	9	32	16	44
Asian/Pacific Islander	2010	98	51	29	7	13
	2011	98	49	35	7	10
Hispanic	2010	98	13	36	15	36
	2011	98	13	39	15	33
White	2010	98	35	39	9	16
	2011	99	32	43	10	15
Students with Disabilities	2010	96	3	17	10	70
	2011	97	3	18	11	68
Limited English Proficient	2010	97	9	31	16	44
	2011	98	11	37	15	37
Economically Disadvantaged	2010	98	13	35	14	38
	2011	98	13	39	15	34
Migrant	2010	97	7	35	14	43
	2011	99	8	35	16	42
Male	2010	98	25	36	11	28
	2011	99	23	39	12	26
Female	2010	98	25	38	12	25
	2011	99	23	43	12	22

Reading High School						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	98	12	67	17	4
	2011	99	13	67	16	4
African American	2010	97	7	66	21	6
	2011	98	7	65	21	7
American Indian/ Native Alaskan	2010	96	3	57	31	9
	2011	97	3	58	30	9
Asian/Pacific Islander	2010	98	24	62	12	3
	2011	99	26	60	9	4
Hispanic	2010	98	5	65	24	6
	2011	98	6	65	23	6
White	2010	98	18	70	9	2
	2011	99	20	70	8	2
Students with Disabilities	2010	96	3	34	43	21
	2011	97	4	35	39	22
Limited English Proficient	2010	97	2	56	32	9
	2011	98	3	63	26	8
Economically Disadvantaged	2010	98	5	63	25	7
	2011	99	6	64	23	7
Migrant	2010	97	3	48	32	17
	2011	99	2	47	37	14
Male	2010	98	11	65	18	5
	2011	99	12	66	16	5
Female	2010	98	13	69	15	3
	2011	99	14	67	15	3

Writing High School						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	97	16	59	22	3
	2011	97	5	65	23	7
African American	2010	95	11	60	25	4
	2011	96	3	59	29	9
American Indian/ Native Alaskan	2010	95	5	49	39	7
	2011	95	1	45	40	14
Asian/Pacific Islander	2010	98	32	53	12	3
	2011	98	16	64	13	7
Hispanic	2010	97	8	58	31	3
	2011	97	2	57	31	9
White	2010	97	22	62	14	1
	2011	98	8	74	15	3
Students with Disabilities	2010	87	2	28	55	16
	2011	86	0	20	43	37
Limited English Proficient	2010	96	5	50	39	6
	2011	94	1	51	34	13
Economically Disadvantaged	2010	97	7	56	32	4
	2011	97	2	56	32	10
Migrant	2010	97	2	41	49	7
	2011	99	0	42	36	23
Male	2010	96	13	57	27	4
	2011	97	4	60	26	9
Female	2010	97	18	62	18	2
	2011	97	7	69	20	4

Science High School						
Subgroup	School Year	Percent of Students Tested	Percent of Students in State at Each Achievement Level			
			Exceeds	Meets	Approaches	Falls Far Below
All Students	2010	89	15	22	16	47
	2011	71	20	25	16	40
African American	2010	90	9	20	16	56
	2011	78	13	21	16	50
American Indian/ Native Alaskan	2010	91	4	14	16	65
	2011	80	8	17	16	60
Asian/Pacific Islander	2010	85	25	26	14	35
	2011	59	34	24	13	28
Hispanic	2010	91	7	18	16	59
	2011	78	11	21	17	51
White	2010	86	24	28	16	32
	2011	64	31	29	15	25
Students with Disabilities	2010	90	4	13	8	75
	2011	79	5	14	10	71
Limited English Proficient	2010	93	4	13	15	68
	2011	80	8	18	17	57
Economically Disadvantaged	2010	91	8	18	16	58
	2011	77	11	22	17	50
Migrant	2010	94	3	10	14	73
	2011	89	6	11	14	68
Male	2010	88	17	22	15	47
	2011	89	21	24	15	40
Female	2010	88	13	23	17	47
	2011	87	18	26	17	39

AYP: A measure of school performance as mandated by the federal government under the No Child Left Behind Act. AYP holds schools and districts/charter holders (LEAs) accountable for the performance of all students and subgroups. AYP measures schools and LEAs toward the goal of having 100 percent of all students proficient in state standards for reading and math by School Year 2013-2014.

2011 State-Level Accountability (AYP)*						
Subgroup	Reading/Language Arts		Mathematics		Additional Academic Indicators	
	Percent Tested	Percent Meets and Exceeds	Percent Tested	Percent Meets and Exceeds	Graduation Rate	Attendance Rate
	Goal: 100%	Goal: 60%	Goal: 100%	Goal: 60%	Goal: 85%	Goal: 92%
All Students	100	79	100	64	78	95
African American	99	72	100	51	76	95
American Indian/ Native Alaskan	99	60	99	40	61	92
Asian/Pacific Islander	100	88	100	83	88	97
Hispanic	100	71	100	54	71	94
White	100	88	100	75	84	95
Students with Disabilities	99	40	99	28	66	93
Limited English Proficient	100	61	100	46	43	95
Economically Disadvantaged	100	70	100	53	73	94
Migrant	99	57	99	45	74	95
Male	100	75	100	62	71	95
Female	100	83	100	65	79	95

*All data are based on students enrolled for a full academic year.



Number of Title I Schools Identified for School Improvement. For status definitions, please see page 27. A complete list of 2011 Title I Schools Identified for School Improvement is available here: <http://www.azed.gov/research-evaluation/files/2011/11/2011si.xls>.

NCLB Federal Accountability School Improvement Status		
Improvement Status	2010	2011
Year 1	90	124
Year 2	65	63
Corrective Action	41	54
Restructuring Implemented	64	86
Restructuring Planning	37	26
Out of School Improvement	48	2
Warning	161	295
Total Identified	297	648
Total Not-Identified	936	558

For a complete list of 2011 Title I LEAs and their LEA Improvement statuses: <http://www.azed.gov/research-evaluation/files/2011/12/2011di.xls>.

Adequate Yearly Progress (AYP)								
School and LEA								
Year	School AYP				LEA AYP			
	Number Met	Percent Met	Number Not Met	Percent Not Met	Number Met	Percent Met	Number Not Met	Percent Not Met
2011	1124	58%	814	42%	312	53%	281	47%

This table shows the number and percent of schools that have earned each of the AZ LEARNS Legacy profiles in 2011. AZ LEARNS is the system for evaluating schools required by state law. For profile definitions, please see page 29.

AZ LEARNS Legacy - State Accountability		
Achievement Profile	Number of Schools	Percent of Schools
Excelling	306	16%
Highly Performing	261	14%
Performing Plus	755	39%
Performing	550	29%
Underperforming	46	2%
Failing to Meet Academic Standards	3	< 1%
Total	1921	



This table shows the number and percent of schools by the A-F Letter Grade they received in 2011. The A-F Letter Grades is the system for evaluating schools required by state law. For A-F Letter Grade definitions, please see page 30.

A-F Letter Grades - Schools		
Letter Grade	Number of Schools	Percent of Schools
A	295	20%
B	536	36%
C	487	32%
D	183	12%
Total	1501	

This table shows the number and percent of Local Education Agencies (LEAs, district and charter holders) the A-F Letter Grade they received in 2011. The A-F Letter Grade accountability system was used to evaluate LEAs as required by state law.

A-F Letter Grades - LEAs		
Letter Grade	Number of LEAs	Percent of LEAs
A	71	19%
B	145	39%
C	105	28%
D	52	14%
Total	373	

Professional Qualifications of All Public K-12 School Teachers in the State

Highly Qualified Teachers 2010-2011

Highest Degree Held	Number of Teachers
Bachelors	28,554
Other	66
Doctorate	382
Masters	22,140

Percentage of Core Academic Classes Not Taught by Highly Qualified Teachers

State (FY 2011)	1.7
High Poverty (FY 2011)	1.4
Low Poverty (FY 2011)	1.8

Percentage of Public K-12 Teachers with Emergency/Provisional Certification

State (FY 2011)	0.0
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Title I Schools Identified for Improvement

Title I School Improvement - Year 1 - A Title I school that has not made adequate yearly progress (AYP) for two consecutive years is considered in School Improvement-Year 1. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; and set aside 10% of the schools Title I funds for professional development for teachers and the principal. The district must offer parents the option to transfer their children to another school and offer support to the school in its school improvement efforts.

Title I School Improvement - Year 2 - A Title I school that has not made adequate yearly progress (AYP) for three consecutive years is considered in School Improvement-Year 2. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; and set aside 10% of the school's Title I funds for professional development for teachers and the principals. The district must offer parents the option to transfer their children to another school, offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement - Year 3 or Corrective Action - A Title I school that has not made adequate yearly progress (AYP) for four consecutive years is considered to be in School Improvement-Year 3 or in Corrective Action. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; and set aside 10% of the schools' Title I funds for professional development for teachers and the principal. The district must offer parents the option to transfer their children to another school, offer supplemental educational services to eligible students and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. (See Section 1116(b)(7) of NCLB for a list of the correction action options.)

Title I School Improvement - Year 4 or Restructuring (Planning Phase) - A Title I school that has not made adequate yearly progress (AYP) for five consecutive years is in School Improvement-Year 4 or Restructuring (Planning Phase). Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; and set aside 10% of the school's Title I funds for professional development for teachers and the principal. The district must offer parents the option to transfer their children to another school, offer supplemental educational services to eligible students and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. (See Section 1116(b)(8) of NCLB for a list of the restructuring activities.)

Title I School Improvement - Year 5 or Restructuring (Implementation Phase) - A Title I school that has not made adequate yearly progress (AYP) for six consecutive years is considered in School Improvement-Year 5 or Restructuring (Implementation Phase). Upon identification, the



school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; and set aside 10% of the school's Title I funds for professional development for teachers and the principal. The district must offer parents the option to transfer their children to another school, offer supplemental educational services to eligible students and offer support to the school in its school improvement efforts. In addition, the school must implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified as in school improvement.

Total Identified – The total number of Title I schools identified for Title I School Improvement.

Total Non-Identified – The total number of Title I and non-Title I schools identified as making adequate yearly progress (AYP).

Title I School - Any school that receives Federal Title I funds is considered a Title I school and agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).



AZ LEARNS - State Accountability

Excelling – A school earns this label if the students meet or exceed the state performance and state progress goals. In addition, the school has to meet the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for “excelling” schools with a certain percentage of its students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Highly Performing – A school earns this label if the students meet or exceed the state performance and state progress goals. In addition, the school has to meet the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School Performance was at or above the state baseline and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for “Highly Performing” schools with a certain percentage of its students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Performing Plus – A school earns this label if the students achieve above state performance goals; however, the number of students exceeding the standards on the AIMS test is not sufficient to earn a “Highly Performing” or “Excelling” classification.

Performing – A school earns this label if the students meet the state standard performance goals and meet the state progress goals. A school’s performance was at or above the state baseline (set using 2006 data) and/or the school made adequate yearly growth during the past three years.

Underperforming – A school that is designated as “Underperforming” did not meet state performance and state progress goals.

A school’s performance was below the state baseline (set using 2006 data) and the school did not make adequate yearly growth or the school started above the state baseline and did not make adequate yearly growth during the past three years.

Failing to Meet the Academic Standards – A school is designated as “Failing to Meet the Academic Standards” if it needs to meet state performance and state progress goals.

A school receives this label if the performance has been designated as “Underperforming” for three consecutive years and a site review determined that the designation of “Failing to Meet the Academic Standards” was warranted.



A-F Letter Grades State Accountability for Schools and LEAs

Letter Grade A - A school assigned a letter grade of A demonstrates an excellent level of performance.

Letter Grade B - A school assigned a letter grade of B demonstrates an above average level of performance.

Letter Grade C - A school assigned a letter grade of C demonstrates an average level of performance.

Letter Grade D - A school assigned a letter grade of D demonstrates a below average level of performance.

Letter Grade F - A school assigned a letter grade of F demonstrates a failing level of performance. The State Board of Education may also assign a school a letter grade of F if they determine that the school is among the "persistently lowest-achieving schools" in the state under the federal school accountability requirements pursuant to section 1003(g) of the Elementary and Secondary Education Act (20 United States Code section 6303).





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